WRITING TASK 1

The IELTS writing task 1 is different for general training tests and academic tests.

In case of general training tests, you are required to write a letter based on topics like invitation to a friend, a complaint, an apology, a request, arranging, an application, etc. Whereas in case of Academic paper you are expected to write a report about one of the 6 different types of charts that will be asked in your question paper. These charts include process diagrams, maps, bar graphs, line graphs, pie charts or tables. This part of the test is worth one third of marks for the writing test.

The most important part to remember here is your writing response should be a factual report. It is not expected to mention your opinion or provide any conclusion for such tasks. It should be an overview and a factual account of the main parts of the task. Students are assessed on their ability to organise, present, and possibly compare data, describe the stages of a process, describe an object or event, explain how something works.

You need not spend more than 20 minutes to finish this task.

It completely depends on the student to manage this given time in terms of outlining the major features, organising them in logical order and finally writing the response.

It is recommended to write over 150 words (less than 170 words).

WRITING TASK 1 - STRUCTURE

The common structure that will be followed for writing task 1 includes:

Introductory paragraph

(Includes paraphrasing the topic mentioned in the question (use of synonyms)

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Overview

(Write the general overview of the highlighting features you see in the chart. Also, you do not need to describe every single change shown in the data, but describe the overall trends. General observations must be supported with specific examples from the data.)

↓

Body part 1

(Write in detail about the main points in a logical way. Use a variety of language to describe trends - for example, verbs with adverbs and nouns with adjectives. The examiner will want to see whether you can deal with the task with flexibility and precision. Showing your ability to use a wide range of vocabulary accurately and appropriately will help you get a higher score for your writing.)

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Body part 2

(Ideally your report should end with one or two sentences which summarize your report or draw a relevant conclusion. Do not speculate or offer an opinion that is outside the given data.)

IELTS – Tips to Score Well – Writing Task 2

BAND SCORE CALCULATED:

BAND SCORE	COMMENT	DESCRIPTION	KEY POINTS
9	Expert	Is an expert user of English language. Has a good command. Uses accurate appropriate grammatical structures and vocabulary. The language usage is highly fluent and flexible and has written with full understanding	Writing is accurate Has full understanding
8	Very good user	Has good command over the language with rare minor errors (using inappropriate words). Writes detailed argumentation but makes mistakes while writing for complex situations.	Writing consists of minor errors but uses complex language well.
7	Good user	Has good command over the language. Makes occasional errors and use of inappropriate words leads to misinterpretation of the response. Uses complex language quite well and summarises the overall information	Occasional errors Uses complex language quite well in most of the situation
6	Competent user	Has moderate command over English language but with errors, use of inappropriate words and misunderstandings. Can use complex language well mostly in case of familiar situations. Overall the response is quite satisfactory.	Tries to use complex language well in most of the situations
5	Modest user	Has partial command over the language understands the overall meaning of what is required. However makes frequent errors. Does not deal well with complex language. Uses English well in common situations	Frequent errors Finds it difficult to use complex language.

IELTS – Tips to Score Well – Writing Task 2

ASSESSMENT CRITERIA FOR WRITING TASK

Task criteria	Key points
1. Task achievement	1. Including main features / stages of the graph or diagram 2. Providing accurate information 3. Overview 4. Providing Contrasting / similar ideas
2. Coherence and Cohesion	1. Organising the ideas in a logical structure into paragraphs 2. Using a range of linking devices (sentence transitions)
3. Lexical resource	1. Avoiding grammatical and spelling errors 2. Use of synonyms and paraphrasing 3. Using collocations and range of vocabulary words
4. Grammar range and accuracy	1. Using range of grammar tenses and grammatical structures 2. Including punctuations wherever necessary 3. Avoiding errors

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